Sixth Grade Standards: SOCIAL STUDIES

*Note: This information has been adapted from the 2020 Colorado State Standards as presented on the Colorado Department of Education (CDE) website. It is *not* an exhaustive or detailed list. All standards mentioned represent skills grade-level students should have mastered by the end of the grade-level year. If you desire further information, please visit the Standards page on the CDE website: https://www.cde.state.co.us/standardsandinstruction/standards

This document provides tiered support in addressing the academic standards. Families can choose to approach their curriculum selection and content-area instruction in one or all of three categories: a general **Overview** of expectations and "social studies" behaviors, **Learning Objectives** (a "fly by" glance of concepts a student masters throughout the school year) and **Guiding Questions** and **Specific Skills** (expanded ideas to guide and explain the learning objectives). As you consider lesson planning for each grade level, use the "Overview" and "Learning Objectives" checklists to help you plan out your year. (Note that specific time periods/social studies content to cover is not explicitly stated (except for some guidelines pertaining to Colorado history). Therefore, we highly recommend using the Core Knowledge Sequence to help you in your planning.) Start with the end in mind: If my child needs to know how to _____ by the end of the school year, what learning activities can be implemented to introduce and then reinforce the concepts? Think next about smaller steps in learning that your child needs to master in order to reach that end goal. Also keep in mind that most objectives are not learned in isolation, meaning learning objectives are often combined. You don't need to ensure your child has mastered learning objective #1 before moving on to the next. Combining two or more objectives in a week's lesson plan can make for more creative and integrated learning. If you are using a reputable and research-based curriculum, then your child will most likely be working his/her way through these learning objectives in a well-paced and consistent manner. (A brief sampling of solid curriculum options can be found on the CSP website under "Homeschool Resources.")

Overview

Expectations for 6th Grade Students:

- **History:** Analyze and interpret primary and secondary sources (original documents, maps, artifacts) to ask and research questions about the historical eras, individuals, groups, and ideas in various regions throughout the Western Hemisphere.
- **Geography:** Use geographic tools and resources to research regional differences and perspectives and make geographic inferences. Students investigate human and environmental interactions in the Western Hemisphere.
- **Economics:** Identify and explain the different types of economic systems including market, command and mixed economies. **Personal Financial Literacy:** Investigate the role of consumers within the Western Hemisphere.
- **Civics:** Analyze the relationships of different nations in the Western Hemisphere and their systems of government.

Throughout 6th Grade You May Find Students:

- Analyzing primary and secondary sources such as documents, photos, maps and artifacts to research and answer questions about the Western Hemisphere; exploring the key people, ideas and events from different perspectives and points of view to frame the "story" of history (the Aztecs, Maya, Inuit, Native American Cultures, colonizers of the Western Hemisphere, and the Columbian Exchange).
- Examining places and regions in the Western Hemisphere through maps, charts, and geospatial technologies (geographic information systems, Google Earth, global positioning systems); analyzing the positive and negative interactions between humans and the physical world (landforms, resources, climate); presenting potential solutions to problems surrounding issues of resource distribution, migration patterns, and population growth.

- Defining economic systems (traditional, command, market, and mixed economies); use economic reasoning to explain how specialization of production can result in more interdependence of examining how economic systems interact in an interdependent global economy. Personal Financial Literacy: investigating the role of consumers in the Western Hemisphere.
- Analyzing the relationships of different nations in the Western Hemisphere; describing systems of government in the Western Hemisphere.

Learning Objectives

History:

1. **Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.**
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.**

Geography:

3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.**
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.**

Economics:

5. **Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**
6. **Apply economic reasoning skills to make informed personal financial decisions.**

Civics:

7. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.**
8. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**

Guiding Questions and Specific Skills

History

1. **Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.**
   - **A. Guiding Questions**
     - What questions help us understand the development of the Western Hemisphere and the interactions of people in the region?
     - Why do sources on the same topic vary, and how do we determine which ones will help us effectively interpret the past?
     - What key primary sources help us to understand the Western Hemisphere?
     - How is the bias of the author of a source reflected in the source itself?

B. Specific Skills

- Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere.
- Identify ways different cultures record history in the Western Hemisphere.
- Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- Gather, organize, synthesize, and critique information to determine if it is sufficient to answer historical questions about the Western Hemisphere.
- Make connections between information gathered and personal experiences to research historical questions.
- Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources.
- Examine various resources, to look for and find value in different perspectives expressed by others.
- Utilize primary and secondary sources to examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

A. Guiding Questions

- Why have civilizations succeeded and failed?
- To what extent does globalization depend on a society's resistance to and adaptation to change over time?
- What factors influenced the development of civilizations and nations in the Western Hemisphere?

B. Specific Skills

- Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.
- Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- Plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary perspectives such as cultural, historical, and scientific.

Geography

1. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

C. Guiding Questions

- How can geographic tools be used to solve problems in the future?
- Why does where we live influence how we live?

- How do populations, physical features, resources, and perceptions of places and regions change over time
- How have geographic factors influenced human settlement, economic activity, and land acquisition?

D. Specific Skills

- Use geographic tools to identify, locate and describe places and regions in the Western Hemisphere, to solve problems, for example latitude, longitude, scale on maps, globes, and other resources such as GPS and satellite imagery.
- Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.
- Examine geographic sources to formulate questions and investigate responses.
- Interpret, apply, and communicate geographic data to justify potential solutions to problems in the Western Hemisphere at the local, state, national, and global levels.
- Integrate visual information such as charts, graphs, photographs, videos, or maps, with other information in print and digital texts.
- Explain and justify decisions and shared content through the use of online maps, graphs, charts, data and diagrams.
- Manage the flow of information from a wide variety of sources.
- Present arguments or information in a logical sequence with a clear claim, supportive evidence, and effective presence that builds credibility.
- Generate questions to guide research, gather information from print and digital sources, determine biases and credibility of sources, cite sources accurately, and use evidence to answer their research question.

2. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

A. Guiding Questions

- What are different ways to define the Western Hemisphere based on human and physical systems?
- How have people interacted with the environment over time in a positive or negative way?
- How has globalization affected people and places?
- In what ways are places on Earth interdependent?

B. Specific Skills

- Understand regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.
- Classify and analyze the types of human and geographic connections between places.
- Identify physical features of the Western Hemisphere and explain their effects on people who reside in the region.
- Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to their physical environment.
- Understand that geographic thinkers study how human and physical systems vary and interact to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes which affect business decisions.
- Understand that geographic thinkers use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Economics

1. **Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.**
   - **A. Guiding Questions**
     - How do different systems address the production of goods?
     - How are scarce resources distributed in different types of economic systems?
     - How do different economies control the means of production and distribution of goods and services?

   - **B. Specific Skills**
     - Investigate how societies create different economic systems in the Western Hemisphere.
     - Describe how economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) allocate resources.
     - Use economic reasoning to explain how specialization of production can result in more interdependence, for example international trade patterns.
     - Understand that economic thinkers study how and why individuals make decisions about purchases and in different locations.
     - Understand that economic thinkers study the effects of different types of economies on global interdependence.
     - Understand that economic thinkers explore how economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.
     - Understand that economic thinkers investigate how governments and the private sector cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
     - Understand that economic thinkers explain how career opportunities are influenced by the type of economic system.

2. **Apply economic reasoning skills to make informed personal financial decisions.**
   - **A. Guiding Questions**
     - How did different societies in the Western Hemisphere define the roles of buyers and sellers in the various markets?
     - What role did the distribution of resources play in personal financial decisions?
     - What role has competition and wages played in different cultures?
     - Why is it important to analyze the various levels of a culture before understanding how individuals in that culture would make financial decisions?

   - **B. Specific Skills**
     - Investigate the role of consumers within the Western Hemisphere.
     - Explain the roles of buyers and sellers in product, labor, and financial markets.
     - Describe the role of competition in the determination of prices and wages in a market economy.
     - Explore how consumer spending decisions and demand impact market economies.
     - Analyze how external factors might influence spending decisions for different individuals.
     - Demonstrate an understanding of cause and effect related to personal financial decisions.

Civics

1. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.**
   A. **Guiding Questions**
      - What does it mean to live in an interconnected world?
      - How can you be a productive member of the global community and a contributing citizen of the United States?
      - Why are there greater challenges and opportunities when multiple groups interact?
      - Why do national and global viewpoints sometimes differ?

   B. **Specific Skills**
      - Analyze the relationships of different nations in the Western Hemisphere.
      - Discuss advantages and disadvantages of living in an interconnected world.
      - Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere.
      - Describe how groups and individuals influence governments within the Western Hemisphere.
      - Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.
      - Analyze political issues from national and global perspectives over time.
      - Identify historical examples illustrating how people from diverse backgrounds in the Western Hemisphere perceived and reacted to various global issues.

2. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.**
   A. **Guiding Questions**
      - How do you define good government?
      - What evidence can you find of effective and ineffective governments in the past and the present?
      - What would a government look like if you created it?
      - What are the consequences if a government does not provide for the common good?

   B. **Specific Skills**
      - Describe different systems of government in the Western Hemisphere.
      - Identify how different systems of government relate to their citizens in the Western Hemisphere.
      - Compare the economic components of the different systems of government in the Western Hemisphere.
      - Compare the various governments and citizens' liberties in the Western Hemisphere.
      - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
      - Apply ethical perspectives/concepts to an ethical question/situation/scenario.
      - Understand that civic-minded individuals demonstrate how different forms of government affect daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.